

VISUAL ARTS

CONTENT STANDARD 1: Media

Students will understand, select and apply media, techniques and processes.

PERFORMANCE STANDARDS K-4

Students will:

- a. Differentiate between a variety of media, techniques and processes.**
- b. Describe how different media, techniques, and processes cause different effects and personal responses.**
- c. Use different media, techniques and processes to communicate ideas, feelings, experiences and stories.**
- d. Use art media and tools in a safe and responsible manner.**

Grade 2	Grade 4
<div>1.2.1 Students examine artwork of different and contrasting mediums and discuss differences in use of color mixing in a variety of media to determine how these media might interact with different results (i.e., chalk, tempera, crayon, etc.); make predictions on what results will be achieved with the various media; create a series of color mixing using a variety of media; evaluate their finished artworks, comparing prior predictions with final outcome; and discuss artists and designers’ choices of media in a variety of fields (from painting fashion design to car paint, etc.) and use of various media in relation to location or culture (i.e., ground pigments, fresco, etc.). Standards 1ab, 2a, 5ac, 6d</div> <div>1.2.2 Students safely wash and store brushes after using tempera paint. Standard 1d</div> <div>1.2.3 Students use a variety of media (such as tempera, marker, or crayons) to express a specific emotion (i.e., happy, sad, mad, etc). Standards 1bc</div> <div>1.2.4 Students view prints of artwork made from different materials and by different techniques (i.e., painting, photography, metal sculpture, etc), then discuss and compare their responses to each. Standard 1b</div>	<div>1.4.1 Students compare and contrast the treatment of single theme (i.e., portrait, landscape, still life, etc.) in a variety of media created by different artists and cultures, discuss viewer reaction to the content of each piece; create a series of drawings based upon a single theme, done in at least three different media and which may include the importing of an original sketch into a computer graphics program (i.e., Adobe Illustrator/Photoshop, MetaCreations Painter) and the use of a variety of graphic tools, filters, etc., and evaluate the series of drawings to compare the advantages and disadvantages of each medium and discuss which elements are most prominent in each. Standards 1ab, 5cd</div> <div>1.4.2 Students observe the rules and procedures for proper handling and cleaning of printmaking tools (i.e., cutting away from oneself when using a linoleum tool, washing and brayers, etc). Standard 1d</div> <div>1.4.3 Students use a variety of media, techniques and processes (i.e., papier-mache, paper sculpture, slab construction, etc.) to create a series of sculptures using a central theme (i.e., animals, figures, architecture, etc.). Standards: 1ac</div> <div>1.4.4 Students explore a variety of media (i.e., paint, chalk, clay, etc.) and then describe the different visual effects elicited by the materials, techniques and processes (i.e., explain how an animal painted with tempera will look different from one created with chalk). Standards 1ac</div>

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PERFORMANCE STANDARDS 5-8

Students will:

- a. Select media, techniques, and processes to communicate ideas, reflect on their choices, and analyze what makes them effective.**
- b. Improve the communication of their own ideas by effectively using the characteristics of a variety of traditional and contemporary art media, techniques and processes (including 2-dimensional, 3-dimensional and electronic).**
- c. Use different media, techniques, and processes — including 2-dimensional, 3-dimensional and electronic- to communicate ideas, feelings, experiences and stories.**

Grade 6	Grade 8
<p>1.6.1 Students compare and contrast pictorial stories from different cultures with various media and symbolism (i.e., pictographs, hieroglyphs, Bayeux Tapestry, illuminated manuscripts); discuss how cultural attitudes and beliefs affected the choice of content and design of the work; and create a pictorial story using a variety of media based on a current historical event and evaluate the finished artwork. Standards: 1ac, 3ab, 4a, 5acd, 6a</p> <p>1.6.2 Students discuss the use of collage in 20th century art, focusing on the variety of materials, patterns, textures and compositional structure (i.e., Picasso, Bearden, Rauchenberg); compare differences in collage portraits versus traditional painted portraits; compose a collage self-portrait using a variety of materials to depict personal interests and identity; and evaluate final portraits for use of texture, contrast, pattern and organizational principles. Standards 1abc, 2bc, 4a, 5bde</p> <p>1.6.3 Students use paint to design a poster in Art Deco style, then design the poster in a computer graphics program, utilizing distortion and resizing features to manipulate and change the image (a copy machine may also be used); discuss the advantages of technology affects current design trends in the graphic arts. Standards 1abc, 2ab, 4bc, 5be</p>	<p>1.8.1 Students discuss the advantages of printingmaking as an art medium and the variety of printmaking techniques used throughout history and various cultures (i.e., woodblocks, linoleum blocks, etching, lithography, silk screen, Xerox, and computer); compare prints of similar themes and different techniques to view similarities and differences in the treatment of subjects and the elements; create two series of prints with the same theme using different printmaking processes; compare results and disucss the effectiveness of each process in the student’s intent; and identify changes made by technological advances in printmaking (i.e., Guttenburg press to laser printing). Standards 1ab, 2ab, 5bcde</p> <p>1.8.2 Students create a collage/montage using different media (i.e., found object, technology, drawing media, etc.) that communicates a specific theme (i.e., nature, friendship, etc.). Standards 1abc</p> <p>1.8.3 Students demonstrate the differences in a variety of dry media to show diverse qualities; examine the role of dry media in different historical contexts, (i.e., artist sketches of the Renaissance as preliminary works for painting and modern drawings designed as finished works or sketches for animated films; create a drawing of a single</p>

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<p>1.6.4 Students complete a performance-based test on a particular process/technique, for example, students must demonstrate the proper procedure for creating a block print using two colors; and explain safety precautions involved. Standards 1abd</p> <p>1.6.5 Students incorporate several watercolor techniques (masking, wash, wet on wet, spattering, etc.) in a painting that expresses a specific experience or emotion. Standards 1abc</p> <p>1.6.6 Students create a mixed media instructional poster/chart which demonstrates characteristics of a variety of media. Standard 1a</p>	<p>object (apple, hand, snake, etc.) divided into 8 separate areas; draw within each area using a different type of dry media pencil such as Ebony, Prismacolor, 4B, 6H. Charcoal, etc.; and compare different areas in finished piece for advantages and limitations with each media choice. Standards 1ab, 4a, 5acde</p> <p>1.8.4 Students write an instructional piece using illustrations on how to use materials and tools for a specific process in a safe and responsible manner (i.e., how to make a coil pot, or how to prepare for linoleum block printing). Standards 1cd, 6b</p> <p>1.8.5 Students given a general “recipe” of materials (i.e., yarn, a round wooden ball, 3 paper bags, cardboard, glue, etc.) solve a design problem by using all the materials to create a unified sculpture. Standards 1abc</p>

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PERFORMANCE STANDARDS 9-12

Students will:

- a. Apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are realized.**
- b. Conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes.**
- c. Communicate ideas consistently at a high level of effectiveness in at least one visual arts medium.**

Grade 10	Grade 12
<p>1.10.1 Students focus on significant characteristics of a medium and why this medium was preferred to other media to express content in a historical period (i.e., printmaking by Kathe Kollwitz in WWI to WWII) with attention to the design concepts (i.e., use of texture, line) and content (i.e., a social issue). Standards 1ab, 2a, 3b, 4a, 5ab, 6a</p> <p>1.10.2 Students demonstrate the capabilities of one medium by completing 5-6 pieces of artwork which reflect a central theme such as landscape or still life; and throughout this process examine and analyze works from different periods with a similar theme. Standards 1abc, 3a, 5a</p> <p>1.10.3 Students take responsibility for maintaining art materials and tools (i.e., washing and storing brushes after painting, maintain and manage moist clay). Standard 1d</p> <p>1.10.4 Students analyze differences in media, techniques, concepts and processes used by various cultures to create a functional item such as a bowl or basket (i.e., Shaker baskets, coil pots of Nigeria); compare what characteristics are common or different; create a bowl or basket using similar media, techniques, and design qualities; and discuss and evaluate the effectiveness of the process of the finished form. Standards 1ab, 2ab, 4ab, 5a</p>	<p>1.12.1 Students research cultural and historical visual techniques and styles of several artists all using the portrait as a subject (i.e., Miriam Shapiro, Romare Bearden, Pablo Picasso, etc.); create a series of three self portraits using three separate media; and analyze and compare the effectiveness of each medium. Standards 1a, 2c, 3b, 4ac, 5b, 6a</p> <p>1.12.2 Students demonstrate the capabilities of one medium by completing 5-6 pieces of artwork which reflect a central theme such as the human figure or architecture; and show evidence of a proficiency of technique in the body of this work. Standards 1abc, 2c, 3a</p> <p>1.12.3 Students using hatching, crosshatching, blending and stippling (media choice could be marker, ink, pastel, etc.) create a still life with a dramatic light source. Standard 1a</p> <p>1.12.4 Students mentor or teach another student a process in which they are proficient. Standard 1a</p> <p>1.12.5 Students choose appropriate tools with a given medium to solve a design problem or express an idea. Standards 1ab</p>